

SBDM Bylaws and Policy Guidebook



**Kentucky Department of Education
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This SBDM guidebook was developed by the Kentucky Department of Education for use by school councils to assist in developing effective and sound school council policies and procedures according to applicable state and Federal statutes and regulation.



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About This Guidebook

This guidebook provides school councils and district SBDM Coordinators with a list of tools and checklists when reviewing and revising school council bylaws and policies. The samples noted in this guidebook are just that, samples; they are not to be considered exemplars or the only way to organize a policy. A school council will need to develop and adopt bylaws and policies that best meet the specific needs of the school. Samples included are equitably distributed among the grade spans.

These materials are designed to be used in conjunction with other Kentucky Department of Education SBDM Technical Assistance materials located on the KDE [SBDM Website](#).

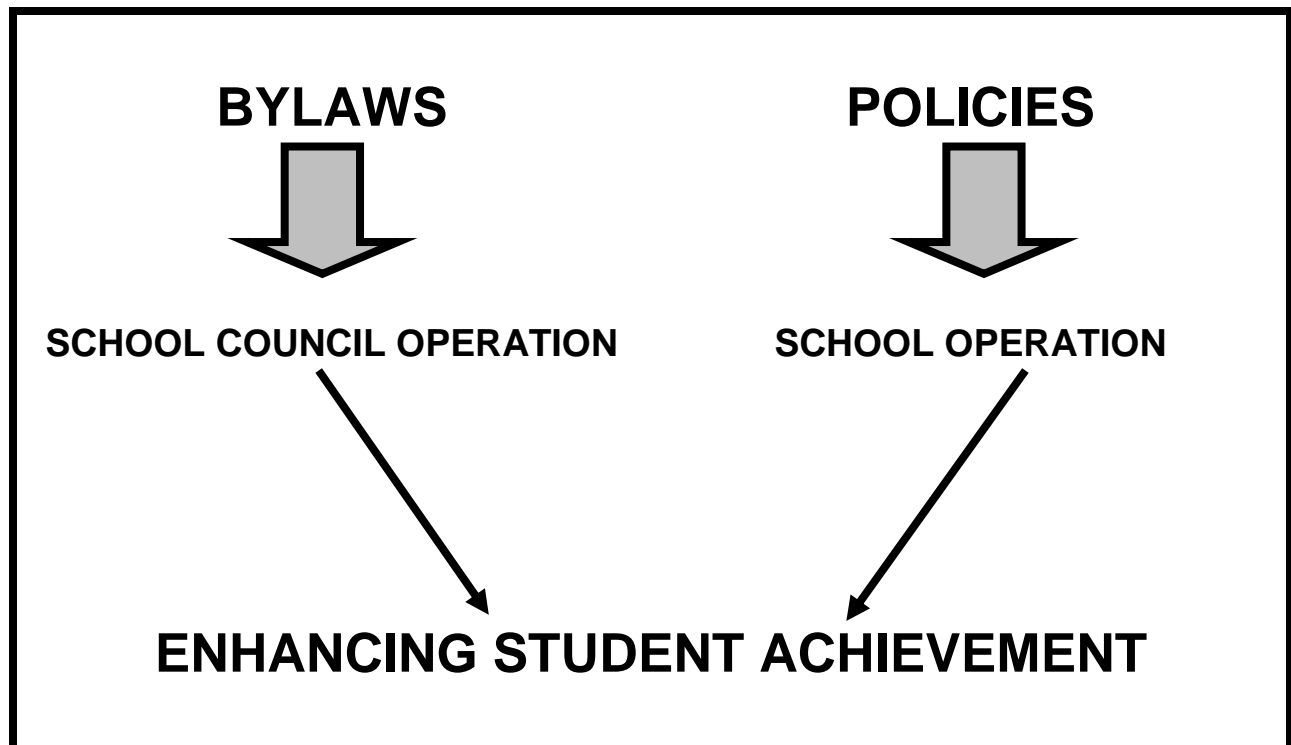
The samples in this guidebook reference a fictitious district and schools: The Kentucky School District; Kentucky Elementary School (kindergarten to grade five); Kentucky Middle School (grades six to eight); and Kentucky High School (grades nine to twelve). This fictitious district and schools (as well as the composition and jurisdiction of various named committees) are not intended to reflect any district or school in the Commonwealth. Any similarities are fully coincidental.

What Are Bylaws and Policies?

What is the difference between bylaws and policies? The term *school council bylaw* is used for the operating rules the school council sets to conduct its work. This includes items such as calling meetings, reaching consensus, taking minutes and other operational activities.

The term *school council policy* refers to what the school council develops and adopts directing how the school operates. This includes such items as curriculum development, determining school schedule and technology used in the school.

Bylaws are the rules, guidelines and procedures for school council operation. Policies are the rules, guidelines and procedures for school operation. Both should focus on enhancing student achievement.



Applicable State and Federal Statutes and Regulations

The following chart lists the applicable state and federal statutes and regulations relating to school council responsibilities

Statute/Regulation	Topic
KRS 160.345	School-Based Decision Making
KRS 160.347	Removal of School Council Members
KRS 160.348	Advanced Placement, International Baccalaureate, Dual Enrollment and Dual Credit Courses
KRS 158.150	School Discipline
KRS 158.649	Achievement Gaps
KRS 158.031	Ungraded Primary Program
KRS 157.360	Maximum Class Size; P1 (Kindergarten) Paraeducators and Classroom Assistants
KRS 158.060	Non-Teaching Time for Teachers
KRS 158.102	Employment of School Media Librarian
KRS 158.181	Religious Liberty for Students
KRS 158.6451	Writing
703 KAR 5:010	Writing Portfolio Procedures
704 KAR 3:440	Primary School Program Guidelines
704 KAR 3:035	Professional Learning
702 KAR 3:246	School Council Allocation Formula
703 KAR 4:040	Verifying Successful Completion of Primary
703 KAR 5:225	Comprehensive School and District Improvement Planning Process
Title I, Part A	Parent Involvement

School Council Bylaws



by-law *noun* \ 'bī-, lō\

- a rule that an organization (such as a club or company) makes and that its members must follow
- a law or regulation that is made by a local government and that applies only to the local area

Example of *BYLAW*: The school council's *bylaws* require all members to support and promote the decisions made by the school council.

Developing Sound School Council Bylaws

School council bylaws make school council work more efficient, consistent, open and fair to all stakeholders. Often, situations arise where the school council's bylaws can help keep the meeting positive and productive.

Common issues relating to bylaws include the following:

- Copies of the bylaws cannot be found.
- Bylaws are not reviewed on a regular basis.
- Bylaws are not made available (either in hard copy or electronically on a school website) so everyone can access them.

In developing, adopting and implementing sound school council bylaws, a school council should address the following issues within the text of the bylaws:

- The purpose or mission of the school council: Why has the school council been formed? What is the school council charged to do? [KRS 160.345(2)(c)1 and KRS 160.345 (2)(i)].
- The membership of the school council: Who is allowed to serve on the school council? How many members are on the school council? Will there be non-voting members? What are the qualifications for membership? [KRS 160.345(2)(a); KRS 160.345(7) and KRS 160.345(2)(b)1].
- The term of service: When will school council members' terms begin and end? How many terms can a school council member serve? [KRS 160.345(2)(b)1].
- Elections: Do the bylaws call for the largest parent organization to establish its own procedures for electing parent school council representatives? Do the bylaws call for the teachers to establish their own procedures for electing teacher representatives? **NOTE:** School council bylaws **should not** include mandated procedures for elections. They may include dates for completing elections due to the mandated training required for all school council members. The bylaws may contain an appendix with the approved procedures as reference. [KRS 160.345(2)(b)1]; however, these may be amended annually by the teachers or the parent organization.
- Roles of the chairperson and vice chairperson of the school council: What is the role of the principal as school council chairperson? Who may serve as the school council vice chairperson? How is a vice chairperson selected? What are the responsibilities of the school council chairperson and vice chairperson? [KRS 160.345(2)(b)1].
- School council agenda preparation and distribution of materials: How are agendas prepared? How is input received from non-school council and non-committee members? How are meeting agendas distributed to members and non-members? What are the time frames related to preparation and distribution of agendas? What are the procedures of amending, if necessary, and approving minutes? [KRS 160.345(2)(d)].
- Decision making process: How are the decisions made? Are there procedures for when consensus cannot be reached or the vote is tied? What constitutes a quorum? **NOTE:** School councils must follow the requirements in Kentucky's Open Meeting statutes. [KRS 160.345(2)(e)].

- Record keeping process: Who will be the custodian of school council minutes? How are the minutes structured, approved, and distributed? To whom will the minutes be distributed? [KRS 160.345(3)(h); KRS 61.835].
- Public request for school council records: How are requests for public records granted? Are fees to be charged for copies of records? What are the procedures to be followed for the request? [KRS 61.870 to 61.884].
- School council communications: What is the communication network for the teachers, school administrators, district administrators, school board members, parents and/or the community? Will communications be planned for both inside and outside the school building as part of the planning process? Will there be publications from the school council? How are persons notified of meetings, agendas and minutes? How will those with limited electronic access receive notifications?
- Appealing a school council decision: What is the local board policy as it relates to the district appeals process? Does the appeals process include or require the affected party to file grievance(s) in writing? Does the appeals process include how hearings are scheduled? Are time frames for the hearings included? Is the appealing person allowed representation by legal counsel?

Required School Council Bylaw Summary

Statute/Best Practice	Topic
KRS 160.345(2)(a)	Membership of the council: The composition of a school council includes one principal, two parents and three teachers. The composition may increase proportionately. Any vacancies that occur during the term must be filled using the same procedures as the original election. The principal serves as the chair of the school council unless the school has an alternative model on file with KDE.
KRS 160.347	Removal of school council members: Must follow procedures outlined in statute.
KRS 160.345(2)(b)1	Length of council terms: Teacher and parent representatives are elected for one-year terms. The school council, in its bylaws, may adopt a policy setting different terms beginning with subsequent elections.
KRS 160.345(2)(b)2	Election of minority parent/teacher representatives: Schools that have eight percent (8%) or more minority student population must have a minority representative on the school council. If needed, the principal (or designee) conducts the election of a minority teacher and parent representative. Minority population is determined by US Census protected classes.
KRS 160.345(2)(d)	Meeting frequency & agenda: Council and committees meetings; times and locations should facilitate participation for all stakeholders.
KRS 160.345(2)(e) KRS 61.810	Open meetings: <ul style="list-style-type: none"> • regular meeting schedule (time, place and how advertised) • special-called meetings • closed session
KRS 160.345(3)(h)	Requirements for recordkeeping: School councils are required as a public entity to keep accurate records according to the records retention schedule.
KRS 160.345(3)(i)	A process for appealing a decision: The school council must have procedure for any stakeholder to appeal a decision made by a school council.

Statute/Best Practice	Topic
KRS 160.345(6)	Mandated training for all school council members: <ul style="list-style-type: none"> • New members must have six hours of new member council training. • Experienced members must have three hours of experienced member council training.
Best Practice	School Council membership duties: If membership duties are outlined in bylaws, they must be consistent with SBDM statutes and regulations and be fair and reasonable.
Best Practice	Amendments: If amendment procedures are outlined in bylaws, they must be considered fair and reasonable.

Sample School Council Bylaws

Kentucky Middle School Bylaws

ARTICLE I – PURPOSE

The purpose of the Kentucky Middle School's Bylaws is to provide the school council with a set of operational guidelines with which to function effectively, and therefore, improve student achievement.

ARTICLE II – MISSION

The mission of the Kentucky Middle School Council is to set school policy and make decisions that will provide an environment to improve student achievement and which will enable the teachers to impact the educational process.

ARTICLE III – MEMBERSHIP

A. COMPOSITION

The school council shall consist of the principal, three (3) teacher representatives, and two (2) parent representatives. The principal shall serve as the chairperson of the school council.

If the school's total minority enrollment reaches 8 percent or more as of the preceding October 1 and no minority representative was elected in the initial elections, a special election shall be conducted by the principal (or designee). The principal shall call for nominations and notify parents of the time, date, and location of the special election.

If a special election is needed to elect a minority teacher representative, the teachers shall select a minority teacher from the school's staff to serve as minority teacher representative. If any or all of the minority teachers on staff are unable or unwilling to serve, then the position remains vacant. If no minority teachers are on staff at the school, the teachers shall select a non-minority teacher to represent the interests of the minority students in the school (for the purpose to maintain council proportions).

Kentucky Middle School council membership shall be as follows:

- Principal (chairperson)
- 3 teachers
- 2 parents
- 1 minority parent (if required)
- 1 minority teacher (if required)

B. REQUIREMENTS FOR MEMBERSHIP

Teacher representatives include all certified staff assigned to the school that possesses the required certification from the Educational Professional Standards Board. This includes all full time and part time (i.e., itinerant) as well as school counselors and library media specialist. Administrative personnel (i.e., principals and assistant principals) may not serve as a teacher representative of the school council.

Parent representatives include any parent (i.e., biological parent, stepparent, foster parent and/or any person with legal custody of a student pursuant to court order and with whom the student resides) who has a child enrolled in the school during the term of service on the school council. Parents who are nominated for parent representative on the school council and/or who wish to vote in school council elections must have a child “preregistered to attend” the school for next year. Parent council members cannot be employed in or be related to someone who is employed in the school or in the district administrative offices or local board members and their spouses.

Anyone who has a business interest in the school as designated by KRS 45A.340 may not serve on the school council.

All school council representatives are required to complete annual training. New school council representatives (i.e., those with less than one year of service) must complete six (6) hours of training on the process and implementation of SBDM from a Kentucky Department of Education endorsed trainer. Experienced members (i.e., those with more than one year of service) must complete three (3) hours of training. Experienced council members may choose from a list of training sessions based on individual need. The school council will prepare a written request for training and present to the Kentucky School District Board of Education for payment.

C. ELECTIONS

Parent representatives conduct their own elections. Annual elections shall be conducted each May by the school’s largest parent organization. Parents shall determine the procedures for their parent elections. The process that teachers *may* use to elect their representatives may address the following areas: nomination; preparation of ballot; elections; and absentee ballots. A representative of the parent organization shall notify the principal in writing of the two parents elected within 24 hours of the final vote, and shall deliver all election materials, including the written procedures, to the principal the next business day after the election.

Teacher representatives conduct their own elections. Annual elections shall be conducted each May for the purpose of electing three teacher council members. Teachers shall determine the procedures for their teacher elections. The process that teachers *may* use to elect their representatives may address the following areas: nomination; preparation of ballot; elections; and absentee ballots. A representative of the teachers shall notify the principal in writing of the three teachers elected within 24 hours of the final vote, and shall deliver all election materials, including the written procedures, to the principal the next business day after the election.

School council representatives can serve an unlimited number of terms as long as they continue to meet the eligibility requirements and are elected annually by their constituency.

D. REMOVAL OF MEMBERS

The Kentucky Commissioner of Education may recommend removal of a school council member whom he has reason to believe is guilty of immorality, misconduct in office, incompetence, willful neglect of duty, or nonfeasance. A member of a school council may be removed from the school council for cause, after an opportunity for hearing before the Kentucky School District Board of Education, by a vote of 4/5 of the membership of the board of education, after the recommendation of the commissioner of education pursuant to KRS 156.132. Written notices setting out the charges for removal shall be included in the minutes of the board and given to the member of the school council.

E. FILLING VACANCIES

If a member of the school council resigns or is removed from office, another member shall be elected within one month after the vacancy occurs. The person elected in the special election shall serve the remainder of the term until June 30, and be eligible for re-election. However, if the teacher or parent election for the upcoming term has been completed, the respective constituency group (i.e., teacher or parents) may determine if the vacancy will be filled or will remain vacant until the end of the term.

F. TERMS OF OFFICE

The terms of parent and teacher members shall begin on July 1 and end on June 30. Between the date of the elections and July 1, members-elect are expected to attend all council meetings.

ARTICLE IV – DUTIES OF OFFICERS AND COUNCIL MEMBERS

A. ELECTION OF OFFICERS

Officers shall include Chair, Vice Chair, and Secretary. The vice chair of the school council shall be elected each August by council members and shall serve for one year. If a vice chair resigns his or her position, the school council shall conduct a vote at that meeting to fill the position with another council member.

B. CHAIR

The principal shall be the chairperson of the school council. Duties of the chair include:

- Conducting school council meetings;
- Organizing and maintaining council records by maintaining minutes of meetings and forwarding a copy to the district SBDM Coordinator after approval by the school council;
- Stating when a consensus is present for the record;
- Coordinating standing and ad hoc committees and monitoring committee progress; and

- Maintaining a file of all correspondence addressed to the school council.

C. VICE-CHAIR

Duties of the vice-chair shall include presiding over council meetings in the absence of the chair.

D. SECRETARY

A school council secretary shall be appointed by the principal to keep minutes of all council meetings.

E. SCHOOL COUNCIL MEMBERS

Duties of council members include:

- Adhering to the mission, philosophy, and goals of Kentucky Middle School;
- Attending all school council meetings;
- Encouraging and requesting opinions from their constituencies; and
- Supporting, promoting, and communicating school council decisions.

ARTICLE V – COMMITTEES

A. PURPOSE

Standing and ad hoc committees are established to gain input from all stakeholders including certified and classified staff, parents, students, and community members. Standing and ad hoc committees shall serve as a school council resource for gathering data and information and making recommendations to the school council.

B. APPOINTMENT OF COMMITTEES

Standing school council committees are included in the Committee Policy and can only be dissolved by amending the policy.

Ad hoc committees are formed and dissolved by the school council as needed.

C. DECISION MAKING

Committee decisions shall be made by consensus. In the event that consensus is not reached, the issue will be brought to the school council for final decision.

D. DUTIES

School council committees shall carry out tasks assigned to them by the school council. Committees may decide to bring issues of concern or interest to the school council. Committees may research issues, gather schoolwide input, or prepare revise or prepare drafts of school council policies. Committee chairs will report at each regular council meeting, or as requested by the school council. Committee chairs shall provide the council secretary with written minutes of their meetings no later than 10 days after the committee meeting has occurred.

E. MEETINGS

Each school council committee shall choose the time, place, and schedule for their committee meetings. Committees must comply with all provisions of the Open Meetings

and Open Records laws. Committees will follow the record keeping procedures used by the school council.

ARTICLE VI – SCHEDULE OF MEETINGS

A. REGULAR MEETINGS

The SBDM regular monthly meeting of the Kentucky Middle School Council shall be the second Tuesday of every month. School council meetings shall be open to the public. Meetings will begin at 5:30 p.m. The regular monthly meetings will be held at Kentucky Middle School in the media center.

The principal shall provide local news media of the school council's regular meeting schedule for the year in July, and provide notification of the school council's meeting time and agenda at least one week in advance of each regular meeting. The principal shall notify teachers three days in advance of each school council meeting during the morning announcements, to include the time, place and agenda items. The principal shall notify the school community by notice posted on the bulletin board in the school foyer at least three days in advance of the meeting.

In the case of inclement weather where the school district is closed the day of the regular school council meeting, the principal shall determine whether or not to cancel and/or reschedule the school council meeting. The principal must make this determination by noon (12:00 p.m.) and inform all school council members, the district SBDM Coordinator and the media. If the meeting is rescheduled, the principal shall follow all of the guidelines of calling a special meeting.

B. SPECIAL MEETINGS

If needed, the chairperson or a majority of the school council members may call a special meeting. The following steps must be completed when a special meeting is called:

- Written Notice: The chairperson shall prepare and sign a written notice that states the date, time, and place of the special meeting and the agenda for each meeting.
- Delivery of Notice: The chairperson shall arrange for the notice to be delivered to each school council member and to any media organization that has requested notice of the school council meetings. The delivery can be by hand, FAX machine, mail or email if requested. The meeting notice must be received by the members at least twenty-four hours prior to the time of the meeting.
- Posting of Notice. The notice for the special meeting shall be posted by the chairperson on the bulletin board in the school foyer at least 24 hours prior to the time of the meeting.

In addition to these requirements, the principal shall announce to teachers the time and the reason for the special called meeting during announcements at least 24 hours prior to the meeting.

ARTICLE VII – CONDUCT OF MEETINGS

A. QUORUM

A quorum is defined as a time when a majority of the school council members are present. No school council business shall be discussed or conducted unless a quorum of school council members is present.

B. ATTENDANCE AT MEETINGS

School council meetings are open to the public and all interested persons can attend, except for those portions that are conducted as closed session.

C. CLOSED SESSIONS

By definition a closed session of a regular or special meeting of the school council occurs when the school council members' discussions are not made public. The school council may meet in closed session for the following reasons: (1) to discuss proposed or pending litigation; (2) to discuss candidates for a personnel vacancies and/or consultation in filling vacancies; or (3) to discuss items where state or federal law specifically requires privacy. Before a closed session can be conducted, the following steps must be taken:

1. notice given in open session for the need of a closed session discussion, stating the reason(s);
2. a motion, second and council vote (e.g., saying "yes");

During the closed session, only the business stated in the announcement can be discussed with no action taken. Details discussed in closed session shall not be discussed outside the closed session. After full discussion of the issue in closed session, the council must return to open session where it may take any official action on the matter. Any actions taken must be recorded in council minutes.

D. AGENDA

The chairperson shall prepare an agenda for each council meeting, including items submitted in writing for inclusion by the public, staff, parents, other school council members. The chairperson may declare any item received as not within school council authority.

Each agenda shall include the following items:

- Review and approval of previous meeting minutes;
- An opportunity for public comment;
- Committee reports;
- Update on items in the school improvement plan; and
- Report on budget expenditures.

E. DISCUSSION OF AGENDA ITEMS

The school council shall discuss each agenda item before a decision is made. Each school council member shall be given an opportunity to express his or her opinion on the item. Other persons attending the meeting may be recognized by the chairperson

and may address the school council as the chair calls upon them to speak. Any agenda item may be referred to a standing or ad hoc committee for further study as deemed necessary by the school council.

For public comment, the chair may require a sign-in sheet, and set limits on the number of persons who will speak to the issue and a time limit for each.

F. DECISION MAKING PROCESS

Unless otherwise specified by these bylaws, the school council shall use parliamentary procedures as specified by Robert's Rules of Order. All business and decisions of the school council will relate to the schools mission and purpose to improve the instructional program and/or further the goals in the school improvement plan. The school council will make decisions by consensus except as otherwise designated Kentucky statute.

No proposed policy may be approved by the school council at the same meeting at which it was initially proposed for study. All newly proposed policies or policy changes will be referred to the appropriate committee for review. All decisions and policies officially adopted by the Kentucky Middle School Council will be reported to the Kentucky School District Board of Education and superintendent through the district SBDM coordinator.

ARTICLE VIII – MINUTES AND OTHER COUNCIL RECORDS

A. MINUTES KEPT AND APPROVED

Minutes shall be kept by the designee at each school council/committee meeting. The minutes shall reflect an accurate record of actions and votes taken at a school council and/or committee meeting. Minutes shall show the words of the motion or suggestion of consensus, and the majority vote or unanimous support.

If the action taken was the adoption of a policy, the entire text of the policy shall be attached to the copy of the minutes kept on file in the library for public inspection and filed in the school council's policy manual. The minutes of the school council shall not be official until they are reviewed and approved by the school council. The minutes shall be open to public inspection immediately after they are approved. A preliminary copy of the minutes for all school council meetings will be provided to certified and classified staff in written form within 72 hours of the adjournment of the meeting. The principal will forward an official copy of the minutes to the superintendent and SBDM district coordinator, and keep an official copy on file in the school. A copy of the official minutes will be posted on the bulletin board in the foyer by the chairperson.

B. COUNCIL RECORDS AVAILABLE FOR PUBLIC INSPECTION

The following are official documents that must be kept on file for public inspection in the library:

1. School council minutes and agendas;
2. Committee minutes and agendas;
3. School improvement plan;
4. School council policies and bylaws;

5. School council budget documents;
6. School council and committee membership lists; and
7. Official correspondence.

C. REQUESTS FOR COUNCIL RECORDS

Requests for council records must be made in writing to the principal. Requests must include specific documents and dates. The fee for copying of council records shall be 10¢ (\$0.10) per page. School council bylaws, policies and the school improvement plan shall be posted on the school's Web page in *pdf* format.

The requested records must be provided to the person making the request within three business days. The school council secretary shall make or provide copies of requested documents at the principal or chairperson's request.

School council records will be available for inspection during the regular school hours. The chair shall make the final determination regarding which records not listed above are available for inspection and all matters in regards to open records requests not covered.

ARTICLE IX – APPEALS

A. BOARD POLICY

Appeals are in accordance with Kentucky School District Board of Education policy.

ARTICLE X – AMENDMENTS

A. AMENDMENTS TO COUNCIL BYLAWS AND POLICIES

These bylaws may be amended after a first and second reading at two consecutive school council meetings by majority vote of the school council. Policies will be reviewed annually.

School Council Policies



policy *noun* **pol**-uh-see\

- a definite course of action adopted for the sake of expediency, facility, etc.
- a course of action adopted and pursued by a government, ruler, political party, etc.
- action or procedure conforming to or considered with reference to prudence or expediency
- sagacity; shrewdness

Example of *Policy*: The school council updated its curriculum *policy* to reflect revision in the Kentucky statutes.

Developing Sound School Council Policies

School council policies are a way to strengthen the school's efforts to improve student achievement; not just a requirement to fulfill. Policies need to:

- contribute to raising student performance
- keep the focus on achieving the school's mission and goals
- achieve the following purposes:
 - support and improve teaching and learning and lead to enhancing student achievement
 - outline a common procedure
 - provide guidelines
 - meet a legal requirement

It is important that sound policies contribute to the mission of the school. When analyzing school council policies ask:

- Are the school council policies legal?: being within council responsibilities, not breaking any legal limits and explaining any related legal requirements.
- Are the school council policies clear?: using simple wording, spelling out who will be responsible for each step and organizing the policy to make it easy to find needed information.
- Are the school council policies practical?: giving each person manageable responsibilities, having a timetable that can work and having a clear process for following up to be sure the policy is implemented well and produces good results.
- Are the school council policies wise?: setting rules that make sense and supporting student achievement.
- Are the school council policies focused on improving student achievement?: directly or indirectly, policy focuses on improving teaching and learning in the school.
- Do the school council policies support a positive school culture?: by building relationships, teamwork and focusing on high expectations, contributing to the culture of the school.

Some policy pitfalls to avoid include:

- Focusing on compliance rather than on commitment to improving student achievement.
- Creating requirements for staff that may not lead to improved student achievement.
- Writing a policy to address an issue that needs to be dealt with on a more individual basis or is already dealt with in another document.
- Being reactive instead of proactive to a situation.
- Writing every policy with the same amount or level of detail even if that much detail isn't required.
- Including too many monitoring requirements in the policy (It is important to look at all the monitoring requirements from all policies and the plan to see if there is an overload.).

- Setting up staff to be in violation of school council policies.
- Not communicating policies to staff, students and families.
- Failing to revise school council policies when changes are needed.
- Not clearly representing roles of all stakeholder groups.
- Running the school on a day-to-day basis.

The main school council statute [KRS 160.345] notes that the school council primary responsibility: *to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451*. The statute further states that the principal is to be the primary administrator and the instructional leader of the school and with the assistance of the total school staff shall administer the policies established by the school council and the local board. The required school council policies are as follows:

- Determination of Curriculum – KRS 160.345(2)(i)1
- Assignment of Instructional and Non-Instructional Staff Time – KRS 160.345(2)(i)2
- Assignment of Students to Classes and Programs – KRS 160.345(2)(i)3
- Determination of the Schedule of the School Day and Week – KRS 160.345(2)(i)4
- Determination of Use of School Space – KRS 160.345(2)(i)5
- Planning and Resolution of Issues Regarding Instructional Practices – KRS 160.345(2)(i)6
- Selection and Implementation of Discipline and Classroom Management Techniques – KRS 160.345(2)(i)7
- Selection of Extracurricular Programs – KRS 160.345(2)(i)8
- Adoption of an Emergency Plan – KRS 160.345(2)(i)9
- Procedures for Determining Alignment with State Standards, Technology Utilization, and Program Appraisal – KRS 160.345(2)(i)10
- Consultation Procedures– KRS 160.345(2)(i)11
- Committees – KRS 160.345(2)(c)2
- Advanced Placement, International Baccalaureate, Dual Enrollment, Dual Credit Courses – KRS 160.348(2)
- Wellness – KRS 160.345(11)
- Writing – KRS 158.6453(7)(c)
- Title I, Part A, Parent Involvement – NCLB, Section 1118

In addition to the areas where school councils are required to have adopted policies, the same statute creates areas where school councils must make decisions. Implied with the charge to make the decision is the responsibility to establish procedures on how that decision will be made. However, development of a school council policy in these areas are not required.

- Principal selection – KRS 160.345(2)(h)
- Number of persons in each job classification – KRS 160.345(2)(f)
- Determining textbooks, instructional materials, and student support services – KRS 160.345(2)(g)
- School budget and administration – KRS 160.345(2)(g),
- Annually review data as shown on state and local student assessments and program assessments – KRS 160.345(2)(j),
- Professional development plans – KRS 160.345(8), and
- Completion of additional responsibility granted from the local board – KRS 160.345(4).
- Configuration of flexible grouping – KRS 158.031
- Primary program (elementary) – KRS 158.031(4)
- Assessment of individual student progress – KRS 160.345(3)(b)
- School improvement planning process – KRS 160.345(3)(c)
- Religious liberty for students – KRS 158.181

Required School Council Policy Summary

Policy and decision making authority is granted in KRS 160.345 to schools for the purpose of creating an environment in each school that will enhance student achievement. This checklist is designed to assist school councils in reviewing and revising their school council policies to determine if statutory requirements are met.

Statute/Regulation	Topic
KRS 160.345(2)(i) 1	<p>Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(7):</p> <p>Developmentally appropriate practices for students, including but not limited to integrated curriculum, learning centers, process writing, discovery learning, writing across the curriculum, thematic units and special projects; how authentic assessment and qualitative reporting will be done for students.</p>
KRS 160.345(2)(i)2	<p>Assignment of all instructional and non-instructional staff time:</p> <p>Determination of the instructional and non-instructional time for certified and classified staff</p>
KRS 160.345(2)(i)3	<p>Assignment of students to classes and programs within the school:</p> <p>How students will be assigned to classes and courses within the school day and master schedule; how families will have input into which class and/or course their child is assigned; how students with special needs will be included in the process.</p>
KRS 160.345(2)(i)4	<p>Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board.</p> <p>Establishment of a master schedule including, but not limited to, the length of class periods, use of planning time and interventions</p>
KRS 160.345(2)(i)5	<p>Determination of use of school space during the school day:</p> <p>Including the location of classrooms, music, PE, arts and other special classes.</p>

Statute/Regulation	Topic
KRS 160.345(2)(i)6	<p>Planning and resolution of issues regarding instructional practices:</p> <p>Implementation of any schoolwide instructional models that require instructional staff to use specific methods.</p>
KRS 160.345(2)(i)7	<p>Selection and implementation of discipline and classroom management techniques as a part of a school safety plan, including responsibilities of the student, parent, teacher, counselor and principal:</p> <p>Any schoolwide behavior management program that requires every staff member to participate.</p>
KRS 160.345(2)(i)8	<p>Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications, and attendance requirements, program evaluation and supervision:</p> <p>Policy must be consistent with district board policies and guidelines and, for high school athletics, KHSAA guidelines.</p>
KRS 160.345(2)(i)9	<p>Adoption of an Emergency Plan</p> <p>Processes for the development of emergency procedures including how first responders will be involved.</p>
KRS 160.345(2)(i)10	<p>Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization and program appraisal:</p> <p>Procedures for assuring that instructional technology that is correlated with the curriculum is implemented throughout the school and program evaluation measures are in place.</p>
KRS 160.345(2)(1)11	<p>Consultation</p> <p>Define consultation in the selection of all personnel (instructional and non-instructional) by the principal; including but not limited to meetings, timelines, interviews, review of written applications and review of references; address times when a quorum of the council is unavailable.</p>

Statute/Regulation	Topic
KRS 160.345(2)(c)2	Committees: Including facilitation of the participation of interested persons, number of committees needed, committee jurisdiction, composition and membership process
KRS 160.348 (2)	Advanced Placement, International Baccalaureate, Dual Enrollment, Dual Credit Courses Recruitment and assignment of students to advanced placement, International Baccalaureate, dual enrollment and dual credit courses that recognize that all students have the right to be academically challenged and should be encouraged to participate in these courses.
KRS 160.345(11)	Wellness Includes moderate to vigorous physical activity each day and encourages healthy choices among students; may permit physical activity to be considered part of the instructional day, not to exceed 30 minutes per day, or 150 minutes per week; must include the adoption of an assessment tool to determine each child's level of physical activity on an annual basis.
KRS 158.6453(7)(c)	Writing Program Incorporate a variety of language resources, technological tools and multiple opportunities for students to develop complex communication skills for a variety of purposes.
Title I, Part A, Section 1118	Parent Involvement Describes specifically how the school will: <ul style="list-style-type: none"> • Hold an annual meeting to inform parents of their school's participation in Title I, to explain Title I requirements and the parent's right to be involved. • Offer a flexible number of meetings (transportation, child care, or home visits may be provided if needed) to encourage parent involvement. • Involve parents in the planning, review and improvement of the parent involvement programs. • Provide parents of participating Title I children timely information about Title I programs, school performance reports, including school curriculum and common core state standards, and student's assessment results. • if plan not satisfactory, parents may submit comments.

Policy Tools

Policy Development Tool

The Policy Development Tool can be used to discuss a policy before it is adopted. This tool can be used with committees as they develop policies to recommend to the school council. NOTE: Ensure you check your school council's bylaws to see the guidelines for developing policies (e.g., Does your council have two readings before adopting a policy?).

CRITERIA TO LOOK AT <u>BEFORE</u> ADOPTING A POLICY	Yes	ACTION NEEDED, IF ANY
1) Is this policy aligned with your mission and belief statements?		
2) Is this policy related either directly or indirectly to improving student achievement?		
3) Does this policy support your school improvement goals?		
4) Do all your teachers have the training and resources to make this happen?		
5) Is this policy within the school council purview?		
6) Was the policy written after careful and respectful consideration of all points of view?		
7) Have we listed all needed steps in chronological order?		
8) Does it say who is responsible for each step (e.g., school council, committee, principal, teachers)?		
9) Is the policy legal, not violating any state or federal statutes or regulations, breaking any contracts or risking any lawsuits?		
10) Does this policy let the principal handle day-to-day implementation?		

Policy Analysis Tool

The Policy Analysis Tool can be used to determine if a policy is:

- Legal: being within council responsibilities, not breaking any legal limits and explaining any related legal requirements. (Example: explaining the obligation not to discriminate in a consultation policy.)
- Clear: using simple wording, spelling out who will be responsible for each step and organizing the policy to make it easy to find needed information. (Example: step-by-step chronology or underlined headings.)
- Practical: giving each person manageable responsibilities, having a timetable that can work and having a clear process for following up to be sure the policy is implemented well and produces good results.
- Wise: setting rules that make sense, supporting student achievement and reflecting School Council Proficiency.
- Focused on improving student achievement: directly or indirectly, policy focuses on improving teaching and learning in the school.
- Supports a positive school culture: by building relationships, teamwork and focusing on high expectations, policy will contribute to the culture of the school.

POLICY ANALYSIS TOOL						
School Council Policy	Legal	Clear	Practical	Wise	Focused	Culture
Curriculum						
Staff Time						
Assignment of Students						
Schedule of the Day						
School Space						
Instructional Practices						
Discipline						
Extracurricular Activities						
Emergency						
State Standards*						
Consultation						

POLICY ANALYSIS TOOL						
School Council Policy	Legal	Clear	Practical	Wise	Focused	Culture
Committees						
Advanced Placement**						
Wellness						
Writing						
Parent Involvement***						

*Includes alignment with state standards, technology utilization and program appraisal.

** Includes Advanced Placement, International Baccalaureate, dual enrollment and dual credit courses.

***Requirement for Title I schools only

Policy Organizational Tool

Developing and maintaining a school council binder may assist ensuring that all school council members have the appropriate documents to make wise decisions. The Policy Organizer Analysis Tool may assist in a review of documents that school council members need.

Review each item in the first column of the chart. Look through your school council bylaws and policies. What are your Next Steps? What are your Priorities? What are your Biggest Concerns? Discuss these early in a school council member's term of service to ensure they have the tools needed.

Policy Organization Tool	Have	Need
Policy Organization Basics <ul style="list-style-type: none"> Is there a Table of Contents? Are the policies dated? Are the policies numbered? 		
Statutorily Required Policy Areas <ul style="list-style-type: none"> Determination of Curriculum Assignment of Instructional and Non-Instructional Staff Time Assignment of Students to Classes and Programs Determination of the Schedule of the School Day and Week Determination of Use of School Space Planning and Resolution of Issues Regarding Instructional Practices Selection and Implementation of Discipline and Classroom Management Techniques Selection of Extracurricular Programs Adoption of an Emergency Plan 		

Policy Organization Tool	Have	Need
<ul style="list-style-type: none"> • Procedures for Determining Alignment with State Standards, Technology Utilization and Program Appraisal • Consultation • Committees, if applicable • Recruitment and Assignment of Students to Advanced Placement, International Baccalaureate, Dual Enrollment and Dual Credit Courses, for secondary schools • Wellness, for K-5 schools • Determination of a Writing Program • Parent Involvement, for Title I, Part A, funded schools 		
<p>We have:</p> <ul style="list-style-type: none"> • copies of all policies in one binder • a list of legally required policies • a list of recommended best practice procedures • all policies available electronically • teacher/parent election procedures (those established by the teachers or parents) are included in the binder 		
<p>Next Steps:</p>		
<p>Priorities:</p>		
<p>Biggest Concern:</p>		

Sample Policies

Curriculum Policy

[KRS 160.345(2)(i)1]

Purpose:

The Curriculum Policy for Kentucky Middle School ensures and establishes a process for curriculum development, implementation, evaluation and communication of the school's curriculum that involves all stakeholder groups.

Procedures:

Kentucky Middle School defines curriculum as what students are taught and the links they make to "real world". The curriculum shall define what students should know and be able to do in all content areas. The curriculum shall also be defined as all experiences provided by the school staff which are designed to assist students in valuing learning and developing academically, socially, emotionally and physically. Curriculum includes both what is taught and how it is organized for delivery.

The curriculum shall include all core subject areas (i.e., English/Language Arts, Mathematics, Science and Social Studies) as well as a variety of elective courses (i.e., Arts and Humanities, Practical Living/Career Studies, Health and Physical Education and Technology). The curriculum shall encompass local, state and national standards and be research-based. It shall be aligned with the Kentucky Core Academic Standards. All students shall have equal access to all aspects of the curriculum during the school day.

The curriculum shall include the follow features:

- Fully aligned to all local and state documents
- Developmentally appropriate
- Vertically and horizontally aligned
- Reflect skills and concepts, instructional strategies, assessments and resources
- Provide real world experiences
- Integrated career awareness
- Integrated problem solving

The Kentucky Middle School Council recognizes the stakeholders for the Curriculum Committee membership. These stakeholders shall be responsible for evaluating and revising the curriculum annually.

The principal of Kentucky Middle School shall be responsible for ensuring the implementation of the curriculum. All teachers shall be responsible for implementing the curriculum with fidelity in all classroom assignments and documenting the curricular topic as part of lesson planning

The curriculum shall be communicated to all stakeholders on an annual basis. Teachers, parents and students, as well as the community at large, shall receive information on what students are to know and be able to do. This information will be posted to Kentucky Middle School's website and linked to all electronic communications.

All staff members shall receive appropriate professional development annually on any curricular revisions.

Evaluation:

The Kentucky Middle School Council shall monitor the implementation of the curriculum through a series of checkpoints during regular school council meetings. The Curriculum Committee shall annually present a curricular update during the spring prior to state assessment.

Staff Time Policy

[KRS 160.345(2)(i)2]

Purpose:

The Staff Time Policy for Kentucky Elementary School ensures that the amount of instructional time (e.g., number of classes taught, professional learning community time) and non-instructional time (e.g., how often supervise bus duty, how often supervise hallway duty) for the certified and classified instructional staff is equitable and provides maximum learning time for all students.

Procedures:

In determining staff time for certified and classified instructional staff, the school council shall establish specific timeframes for instructional and non-instructional duties based on priorities established in the school improvement plan. These timeframes shall support agreed-upon student achievement goals. All certified and classified instructional staff's time during the school day shall be equitably distributed amongst Kentucky Elementary School's instructional staff members.

Each certified classroom teacher shall maintain a daily classroom schedule that demonstrates at least 80% of the instructional day shall be focused on the instructional core that includes English/Language Arts, Science, Mathematics and Social Studies. Non-instructional time for students (e.g., restroom breaks, course transitions) shall be kept to a minimum. Each certified classroom teacher is responsible for developing a classroom schedule; the principal is responsible ensuring that the schedules are implemented within the classrooms.

Each certified resource special education teacher shall maintain a daily classroom collaboration schedule with pull-out services kept to a minimum and only where specified by a student's individual education plan (IEP). The guidance counselor,

speech-language pathologist and school psychologist shall maintain schedules outside the perimeters of this policy and within the guidelines of their specific job duties.

The principal is responsible for determining schedules for all classified paraeducators. All paraeducators shall spend at least 90% of their work day on instructional duties (i.e., working with students). Paraeducators schedules shall be prioritized with primary grades first.

The principal has the responsibility of assigning teachers and paraeducators to classes and schedules.

Evaluation:

Annually, the principal shall report to the school council a summary of the use of staff time. This report can include, but is not limited to, the percent of time spent on core academics, the collaboration schedule, the guidance schedule and how it fits into the school improvement plan goals and the determination, based on needs, for the paraeducators' schedule. The principal shall not during these reviews refer to teachers by name.

Assignment of Students to Classes and Programs

[KRS 160.345(2)(1)3]

Purpose:

The Assignment of Students to Classes and Programs Policy for Kentucky Elementary School ensures that all students are provided equitable access to all components of the school's curriculum through the class assignment process.

Procedures:

Primary Program: Students in traditional kindergarten and grade one will be in multiage classes to where students remain with the same teacher for up to two years. Students that need an extra year in primary program, after consultation with the teacher, the parent, the guidance counselor and the principal, will complete an extra year prior to promotion to grade 2. Any student completing an additional year, will be placed with a different teacher for that additional year. Parents may appeal the decision; however, the principal shall make the final determination of placement.

Students in traditional grades two and three will be part of a graded program in a self-contained classroom for all core subjects.

All teachers within the primary program (i.e., entry/kindergarten level to grade 3) must address the critical attributes of a primary program established in Kentucky's Revised Statutes [KRS 150.031(3)]. These attributes include:

- developmentally appropriate educational practices;
- multiage and multiability classrooms;
- continuous progress;

- authentic assessment;
- qualitative reporting methods;
- professional teamwork; and
- positive parent involvement.

Intermediate Grades: Students in grades four and five will be assigned a homeroom teacher. Teachers will rotate through the classrooms, providing subject based instruction. Students will remain in homeroom class. Each day, students will receive at least 60 minutes of instruction in English Language Arts, Mathematics, Science and Social Studies.

Grouping: At least two weeks prior to the last instructional day of school, teachers will submit placement notes on each of their students. These notes may include, but not limited to, student's academic progress, assessed reading grade level, spring MAP RIT score, behavioral issues and Individual education plan (IEP)/504 plan. The guidance counselor will gather this information, compile and assign students to classrooms based on the data. Students will be equitably distributed among the classes based on gender and ability. Priority for placement will be for those students that have specific needs on an individual education plan (IEP) as determined during the Admission and Release Committee (ARC).

Student class assignments will be complete at least 30 calendar days prior to the first instructional day of school. Student assignments will be posted on the front door of the school by student number (student names will not be listed based on the Family Education Rights and Privacy Act – FERPA). Staff will be available at the school Monday through Friday from 8:00am to 3:00pm the two weeks prior to the first instructional day of school to provide class assignment information on a one-to-one basis either by phone or face-to-face at the school.

Evaluation:

Annually, between February and April, certified staff (i.e., teachers, guidance counselor and principal) will complete an online survey on the assignment of students. Data from this survey will be presented by the principal to the school council for discussion during the May meeting. Questions on the survey may include, but are not limited to, collaboration and team teaching, ratio between boys and girls, class size and effectiveness of students receiving instruction from multiple teachers.

Schedule of the Day and Week

[KRS 160.345(2)(1)4]

Purpose:

The Schedule of the Day and Week Policy for Kentucky High School ensures that all students are provided equitable access to all components of the school's curriculum within the master class schedule and aligns with Kentucky High School's mission and vision statements.

Procedures:

Length and Number of Class Periods: Kentucky High School will have a six-period day with a half-period for enrichment/intervention activities and a 12-minute homeroom period daily. Total instructional minutes daily shall not drop below 360 minutes (6 hours). The bell schedule shall be as follows:

		Instructional Minutes
7:15 – 8:00	Breakfast (early learning - optional)	
8:00 – 8:57	1 st Period	57
8:57 – 9:00	Transition	
9:00 – 9:12	Homeroom	
9:12 – 9:15	Transition	
9:15 – 10:12	2 nd Period	57
10:12 – 10:15	Transition	
10:15 – 10:47	Enrichment/Intervention	32
10:47 – 10:50	Transition	
10:50 – 12:22	3 rd Period <ul style="list-style-type: none">• Lunch A – 10:50 – 11:15• Lunch B – 11:20 – 11:45• Lunch C – 11:50 – 12:15	62
12:22 – 12:25	Transition	
12:25 – 1:12	4 th Period	57
1:12 – 1:15	Transition	
1:15 – 2:12	5 th Period	57
2:12 – 2:15	Transition	
2:15 – 3:10	6 th Period	55
3:10 – 4:30	Afterschool – optional (subjects vary each day)	
Total Instructional Minutes Per Day		377

Protection of Instructional Time: Each teacher shall begin each period on time and engage students throughout the class period. All schoolwide broadcast announcements, except emergencies, shall be done during the homeroom period. Activities that reward or punish students will not be conducted during instructional time unless those activities are strongly supported by the curriculum and the instructional programming within the school.

Common Planning and Professional Learning Time: All teachers shall be given one period daily for planning and professional learning. Core subject areas (i.e., English Language Arts, Mathematics, the Sciences and the Social Studies) and the career-technical department (CTE) shall be provided a common planning time. Twice weekly, this common planning time will be for professional learning as determined by the school improvement plan and will be structured with an agenda and minutes. Non-core teachers will participate in professional learning with the department in which it shares the common planning time.

Evaluation:

Annually the school council shall review student achievement data and adjust the Schedule of the Day and Week to meet the priority needs of students.

School Space

[KRS 160.345(2)(1)5]

Purpose:

The School Space Policy of Kentucky High School ensures that the classrooms and non-classroom space use is maximized to provide opportunities for sharing resources, mentoring and collaboration among the staff and students.

Procedures:

Annually, the principal shall develop a school space plan. Criteria for space use include:

- Core subjects (i.e., English Language Arts, Mathematics, the Sciences and the Social Studies) classes shall maintain close proximity to facilitate cross-subject planning.
- The Arts (i.e., music and visual arts) shall be in classrooms designed for that use. The Library Media Center shall be maintained to provide flexible and equitable access to the school's resources.
- Subjects that require specific classroom configuration shall be given priority (e.g., career-technical courses, physical education courses).
- Special Education class assignments shall meet federal guidance (e.g., FMD class).

By June 1 of each year, the principal shall present the school space plan to the school council for consultation.

Evaluation:

Annually, course enrollment and behavior data from class transitions shall be analyzed to determine the effectiveness of the traffic flow and class transitions.

Planning and Resolution of Issues Regarding Instructional Practices
[KRS 160.345(2)(1)6]**Purpose:**

The Instructional Practices Policy of Kentucky Middle School ensures that all instructional practices align with the Kentucky Middle School's curriculum and establishes an environment where all students achieve to their potential and are prepared for future learning.

Procedures:

Instructional practices shall be defined as the strategies, techniques and activities used by the classroom teacher to engage students in the learning process.

In preparing lessons, each teacher shall:

- Use varied student-centered instruction;
- Address various learning styles and multiple intelligences;
- Use activities where all students use higher-order thinking and problem-solving skills;
- Make active use of interdisciplinary connections;
- Adjust instruction to respond to the needs of students;
- Provide for student-use of technology for appropriate and varied learning activities and to expand the classroom into the community and beyond;
- Use instructional resources that reflect diversity; and
- Assign homework that extends student learning based on the analysis of classroom data and formative assessments.

Snapshot of Class Period: An ideal class period provides quality instruction and student engagement from bell-to-bell.

- ✓ Review Question or Bell-ringer Activity
- ✓ Anticipatory Set for the Day: Review day's objective/essential question
- ✓ Best Practice Strategy: Guided Practice or Direct Instruction (may include, but are not limited to the following)
 - Individual Assignments
 - Cooperative Learning
 - Research Projects
 - Reading and Summarizing
 - Graphic Organizers
 - Manipulatives
 - Peer Tutoring
 - Speakers

- Technology
- Oral Presentations
- ✓ Lesson Closure: What did you learn today and why?/Real-world Connections
- ✓ Discussion of Homework (if applicable)/Preparation for Assessment (if applicable)
- ✓ Prepare for the Next Day

Homework: Homework is to be used to extend the student's opportunity to learn. It is to be completed outside the regular school day and intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies.

Homework assignments will include not only written work but also cultural and creative activities and projects. Homework is not to be used as a punishment for behavior.

All classroom and enrichment teachers will:

- Engage in age-appropriate home based activities that directly correlate with the days learning target.
- Assign homework that reinforces a skill that has been taught and formatively assessed in the classroom to ensure that all students understand the concept. If the formative assessment shows that students do not understand the concept, homework on that topic or skill will not be assigned.
- Assign homework that provides opportunities to engage parents in the instructional process and has real-world applications.
- Allow time for free reading as part of homework assignments.

All homework will be assessed for understanding within a reasonable timeframe. Teachers will provide appropriate feedback to students and will keep accurate records of homework assessments to use during student conferences and parent-teacher meetings. Homework assessments are not to be included as part of summative assessments for grading purposes. If homework is illegible, teachers may require the student to complete the assignment again in order to assess understanding. In this case, teachers need to contact the parent to discuss the issue prior to sending the back the homework.

Parents and students are to be held accountable for the completion of homework assignments. Teachers shall develop a system for students to note homework (e.g., assignment/agenda book, homework log). This system should remain constant for the entire school year. This system may include the class, the assignment, the due date, necessary materials, and a parent confirmation signature or initials. Non-completion of homework will result in loss of privileges. Students that consecutively or continually do not complete homework assignments will result in

- teacher-student conferences,
- teacher-parent conferences,
- student-guidance counselor conferences, and/or
- student-parent-principal conferences.

Evaluation:

Weekly during common planning, as part of professional learning, teachers will reflect on the strategies used, discuss successes and challenges, share possible solutions to challenges and identify areas needing further support. Professional Learning Community Team Leads will collect the data from these reflections and bring to monthly Leadership meeting.

Selection and Implementation of Discipline and Classroom Management Techniques

[KRS 160.345(2)(1)7]

Purpose:

The Selection and Implementation of Discipline and Classroom Management Techniques Policy of Kentucky High School ensure that standards are established for acceptable student behavior and that Kentucky High School is a safe and secure environment.

Procedures:

Within one week of the first instructional day of school (or within one week of enrollment), students and parents/guardians will receive the Kentucky School District's Code of Conduct booklet. Each student is required within one week of receiving the booklet to return the Acknowledgement Form from the district code of conduct booklet signed by themselves and his/her parent/guardian. The administrative team (i.e., principal, assistant principal and guidance counselors) shall follow-up with students and families whose forms are incomplete or not returned.

The school shall develop a school safety plan as required by district policy and state regulations. The school safety plan shall be reviewed annually by the school council.

Each classroom should establish specific standards that govern the time students are in their classroom (within the standards and overall goals of Kentucky High School). These standards shall be posted in a predominate location and in print that is legible and easy to see from any place within the classroom. These standards shall be taught by the teacher during the first week of school to all classes and reviewed after each break (i.e., fall break, winter/Christmas break and spring break). Other reviews shall be at the teacher's discretion.

Additional Standards:

Appropriate dress standards: Students attending Kentucky High School shall comply with standards in dress in order to maintain a distraction-free environment. These standards include:

- All shirts must cover the shoulders and the mid-section of the body when arms are raised.
- All undergarments are to be hidden from view. This includes bra straps, boxer shorts and items visible through opaque clothing.

- All clothing must be free of holes. All clothing and accessories must be free of offensive or suggestive language or graphics.
- Skirts, skorts and dresses must be no shorter than three-inches above the top of the kneecap. Shorts, both for males and females, must be no shorter than three-inches above the kneecap.
- Piercing are limited to ears. Accessories must be modest and be contained to direct contact with the body.

Any staff members may address a student's attire to the assistant principal. The assistant principal shall observe the student in question to determine if the attire is appropriate or inappropriate. If appropriate, the assistant principal shall report back to the staff member making the inquiry with their determination. If inappropriate, the assistant principal shall remove the student from class and discuss the issue with them. The student shall then be referred to the guidance counselors for assistance to resolve the issue. Staff in the Youth Services Center may be asked to assist. If unable to resolve the issue with the student, the guidance counselor shall call the parent/guardian.

Bullying and Harassing: Students at Kentucky High School must respect the rights of others and to interact with them in a civil manner. Therefore students are required to speak and behave in a civil manner toward students, staff and visitors within the building.

Bullying is a repeated pattern of aggressive behavior that involves an imbalance of power that purposefully inflicts harm on the bullying victim. Bullying assumes a variety of forms, including:

- Direct physical or verbal actions that cause physical or emotional distress
- Indirect acts of social aggression designed to ruin a victim's personal reputation or social standing

Cyberbullying, the willful and repeated harm inflicted by using computers, cell phones, or other electronic devices.

Therefore, the following actions will not be tolerated at school, on school buses, or during a school-sponsored event (including athletic events) and must be reported to the principal:

- Strikes, shoves, kicks, or other physical contact; attempts or threatens to strike, shove, kick, or other physical contact.
- Offensively coarse utterance and/or gesture.
- Following or stalking a person in or about the school.
- Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose; or
- Damages or commits a theft of the property of another student.
- Substantially disrupts the operation of the school.
- Creates a hostile environment by means of any gestures, written communications, oral statements, or physical acts that a reasonable person

under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.

- Communicates with a person, anonymously or otherwise, by telephone, email, or any other form of written communication in a manner which causes annoyance or alarm and serves no purpose of legitimate communication.
- Communicates in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication.

Any determined acts of bullying or harassment will be handled appropriately based on the descriptor of offenses in the Kentucky County District Code of Conduct.

Evaluation:

School behavior data shall be analyzed quarterly during a regular school council meeting. Trends shall be examined to determine causes and contributing factors. These trends shall include data disaggregated by race, gender, time of day and classroom vs. common areas. This may be assigned to an ad hoc committee at the request of the school council.

Selection of Extracurricular Programs

[KRS 160.345(2)(1)8]

Purpose:

The Selection of Extracurricular Programs Policy of Kentucky High School ensures that students are provided multiple opportunities to extend the learning time based on student interest and abilities.

Procedures:

All extracurricular programs must be based on the following criteria:

- The program must contribute to students becoming a self-sufficient individual exhibiting good character, responsibility and self-discipline as well as provide supervision that will take into account the student's developmental and emotional needs.
- The program must contribute to student's ability to work as part of a group or team.
- The program must be geared toward student interests and/or abilities.
- The program must be multicultural and enhance or maintain equity in the overall program concept.

All extracurricular programs must fall into one of the following three categories: academic, athletic, or service-learning. Each extracurricular activity must be led by an adult coach or sponsor who meets any applicable requirement set in state or federal statute as well as by the sponsoring or governing organization. The coach or sponsor

will be responsible for supervising all students while participating in the activity, including preparation, practice and travel time.

Annually and prior to October 1 of each year, the principal shall present a list of extracurricular programs to the school council for discussion and review. The principal will follow district policies and procedures in selecting and evaluating all coaches and/or sponsors for all extracurricular activities.

Student Participation: Students who wish to participate in extracurricular programs must:

- Maintain a “C” average in all courses including core classes and electives.
- Be present for all classes the day of the activity or the day prior if on a weekend or holiday [Exemption: school-sponsored off-campus activities (e.g., college visits)].
- Comply with rules and procedures developed by the coach or sponsor for the extracurricular program.
- Meet any additional requirements set by the appropriate sponsoring or governing organization or as established in district board of education policies and procedures.

The principal has the final decision on student participation.

Senior Activities: Activities specific to the senior class include college and university visits, senior trip and prom. In order to participate in any or all of the senior-specific activities, seniors must:

- Be on track (with appropriate class credits) to graduate at the end of the spring semester.
- Have no more than ten (10) unexcused absences (based on Infinite Campus and district policy).
- Not have been suspended (in-school or out-of-school) or place in an alternative program within thirty (30) calendar days of the event.
- Maintain a passing grade in all courses including core classes and electives.
- Be present for all classes the day of the activity or the day prior if on a weekend or holiday.
- Comply with procedures developed by the sponsor for the activity.
- If applicable, provide own funding for participation.

The principal will have final decision on participation in senior-specific activities.

Evaluation:

Annually, all extracurricular programs will be evaluated for effectiveness, student participation and equity as part of the school improvement planning process.

Adoption of an Emergency Plan Policy

[KRS 160.345(2)(i)9]

Purpose:

The Adoption of an Emergency Plan Policy of Kentucky Elementary School ensures that students are provided a safe and secure learning environment.

Procedures:

The principal, in consultation with parents, teachers, other school staff, and local first responders, will collaboratively develop the school's emergency management plan as a way to document efforts to prevent, mitigate, prepare for, respond to and recover from emergencies. The emergency management plan will include procedures for fire, severe weather, earthquake, and building lockdown as specified in Kentucky statutes and regulations. The plan will include, but not be limited to:

- Establishment of primary and secondary evacuation routes which must be posted in each room by each doorway used for evacuation;
- Identification of severe weather safe zones that have been reviewed by the fire marshal/fire chief, which must be posted in each room;
- Practices for students to follow in an earthquake;
- Development and adherence to access control measures for each school building, which may include (but not be limited to):
 - Controlling access to exterior doors during the day
 - Controlling front door access electronically or with a greeter
 - Controlling access to individual classrooms
 - Requiring visitor check-in with identification and purpose provided, and
 - Display of visitor's badge on outer clothing;
- Practices for students to follow in in case of fire that are consistent with administrative regulations of the Department of Housing, Buildings and Construction (DHBC); and
- Procedures for lockdown of the school.

Local law enforcement shall be invited to assist in establishing lockdown procedures.

Following adoption, the emergency plan and diagrams of the facilities will be provided to appropriate first responders. First responders, for the purpose of this policy, include local fire personnel, local, county and/or state police personnel, and emergency medical personnel. Due to the need to maintain student and staff safety and security, the emergency plan and diagram of the facility will not be disclosed in response to any Open Records requests or discussed during Open Session of any school council meeting.

Prior to the first instructional day of school, the principal, or designee, will present and review all emergency procedures with all staff. Documentation including the time and date of the review will be kept on file at the school with a copy sent to the district office to document completion. Documentation may include methods such as a sign-in sheet

that includes the printed name of each staff member (all certified and classified staff), the signature of the staff member and the date and time of the review.

A comprehensive diagram of the school showing primary and secondary evacuation routes will be posted at each school doorway prior to the first instructional day of school. Identified severe weather safe zones which have been reviewed by the local fire marshal or fire chief will be posted at each school doorway prior to the first instructional day of school.

Annually, the principal is responsible for working with the central office to ensure that all local first responders have a current diagram of the school that notes the primary and secondary evacuation routes, the severe weather safe zones and notations of the exterior and front entrance access points. Completion will be reported to the school council and documentation maintained in the principal's office.

Within the first thirty (30) instructional days of the school year and again during the month of January, the school will conduct one (1) severe weather drill, one (1) earthquake drill, and one building lockdown. Fire drills will be conducted in accordance with timelines, procedures and requirements outlined in the DHBC regulations. Whenever possible, first responders shall be given notice of possible drills and invited to observe. The principal is responsible for ensuring the implementation of these drills and reporting completion and problems noted during the drill to the school council and to the district central office for any remedial action needed.

Possible access control methods that will be used at Kentucky Elementary School are outlined below:

- All exterior doors must remain locked at all times.
- All visitors must enter through the posted front entrance.
- The front entrance must remain secure with electronic access only.
- All visitors must use the "buzzer" and be recognized prior to gaining access to the reception area
- The principal is responsible to ensure that trained personnel monitor the front entrance at all times. At no time during the school day are students allowed to monitor the front entrance or the reception area.
- All visitors must report to the front office, provide photo identification, state the purpose of the visit, and wear a school-specific badge on the outermost garment during the entire visit. Upon leaving, all visitors must report back to the front office.
- The office must keep an accurate log of each visitor, the date and time of the visit, the purpose of the visit, and with whom they visited.
- Doors must remain closed during instruction time.

Evaluation:

At the end of each school year, the emergency procedures are to be reviewed by the school council and first responders and revised as needed.

Procedures, Consistent with Local School Board Policy, for Determining Alignment with State Standards, Technology Utilization and Program Appraisal Policy

[KRS 160.345(2)(i)10]

Purpose:

The Procedures for Determining Alignment with State Standards, Technology Utilization and Program Appraisal Policy for Kentucky Elementary School ensures that all students have equitable opportunity to highly effective teaching practices at all levels and with all classes.

Procedures:

Alignment with State Standards: Annually, in November, the school council shall charge the Curriculum and Instruction Committee with reviewing the curriculum of the core instructional areas (i.e., English/Language Arts, Mathematics, Science and Social Studies) to ensure that each area is aligned with the Kentucky Core Academic Standards and to district curriculum maps. The committee shall also review analysis of state assessment data to determine any curricular gaps. This review shall be completed and reported to the school council by the May school council meeting.

Annually, in January, the school council shall charge the Climate and Culture Committee with determining the barriers in student achievement. The committee may review state non-academic data, survey data (i.e., parent, teacher and student), behavior summaries and budget reports as well as any other data needed for their review. This charge shall also include a summary of student use of technology as it relates to barriers in student achievement. This review shall be completed and reported to the school council by the May school council meeting.

Technology Utilization: Technology shall be utilized in the classroom by students, as a means to enhance the curriculum, and as a learning tool in the Library Media Center. All school technology (e.g., computers, I-Pads, SmartBoards) must be available for student use first. Teachers will plan lessons that encourage the use of technology by students. All staff and students will adhere to the Kentucky School District's Acceptable Use Policy.

Teachers will:

- Use technology to improve communications, enhance thinking skills, make instruction more efficient and effective, and develop critical life skills. PLC teacher-leaders will include the student use of technology as part of the weekly PLC meeting.
- Provide equitable and adequate access to the technology resources for all students.
- Implement technology to meet state and national standards.
- Research and use up-to-date programs and/or apps as part of the instructional program.

- Encourage and monitor student use of technology.
- Use adaptive or assistive technology for students as required in IEPs.
- Include technology resources as part of the daily lesson plan, including the websites URL and/or applications. Included in the lesson plan is a description on how the students will be using the technology as part of instruction.

The principal will monitor, through the lesson planning and PLC process, the student use of technology as part of the instructional day.

Program Appraisal: Annually, in October, the school council shall charge the Improvement Planning committee with reviewing state, district and school data to determine effectiveness of instruction program initiatives. The committee shall draft a report as to the strengths and barriers for each program initiative. This review shall be completed and reported to the school council by the December school council meeting.

Evaluation:

Annually each April, the principal will inventory the school's technology and create a report for the school council on the needs of the school in relation to technology. This report will consist of outdated equipment, repairs needed, and software updates needed. The school council will prioritize the needs and submit a request, based on the report, to the district technology coordinator.

Annually the analysis of the reviews from the Curriculum and Instruction Committee, the Climate and Culture Committee and the Improvement Planning Committee shall be used as part of the school improvement planning revision process.

Consultation

[KRS 160.345(2)(1)11]

Purpose:

The Consultation Policy of Kentucky Middle School ensures that the selection of all staff (instructional and non-instructional staff) are highly effective, are highly qualified (based on state and Federal definition) and meet the needs of the student population.

Procedures:

Vacancy shall be defined as:

1. a position that did not previously exist but which can now be funded;
2. a position previously held by an employee who has retired or resigned; or
3. a position held by an employee who has indicated in writing that they will retire or resign at the conclusion of the current school year.

Highly Qualified Teacher shall be defined as a teacher who::

1. hold at least a bachelor's degree;
2. hold full Kentucky certification or statement of eligibility; and
3. demonstrates competency in each of the core academic subjects taught.

Highly Qualified Paraeducator (Paraprofessional) shall be defined as an instructional assistant who has:

- has complete two years of study at an institution of higher education;
- holds an associate's (or higher) degree; or
- has passed the Kentucky Paraeducator Assessment exam.

Notification of Vacancy:

The school council shall be consulted by the principal on all certified and classified vacancies that occur at the school. When a staff vacancy has been posted the principal shall include "consultation with the school council for the (position title) vacancy" on the agenda of the next regular or special meeting of the council.

Timeline:

The principal and school council shall meet the following timeline for filling vacancies:

- Once a vacancy is determined, the principal, along with one parent member and one teacher member chosen by the school council, shall serve as an ad hoc interview committee. The ad hoc interview committee shall meet within one week of selection to develop a set of criteria for a strong candidates and a list of interview questions to be asked of each applicant.
- The committee shall reconvene and review applications and supporting materials for each qualified applicant. Once the vacancy has completed the 30-day required posting, the committee shall reconvene and make a final selection of, first, candidates that exhibit the characteristics in the developed criteria and then, second, are highly qualified. Any applicant that does not meet the criteria or is not highly qualified shall not be considered for an interview. An interview schedule shall be developed by the ad hoc committee so that all committee members are present for all interviews. The principal shall contact the candidates and schedule the interviews.
- All candidates interviewed will be asked the developed questions in the same order. The principal shall follow up within 3 business days with reference checks, as needed.
- The ad hoc committee shall reconvene within one week of the final interview to review the candidates, discuss issues from reference checks and prioritize candidates.
- The school council shall consider the ad hoc committee and principal recommendations and provide its thoughts on the candidates to the principal on who to select to fill the vacancy. This consultation will occur in closed session.
- The principal shall make a selection of a qualified applicant to fill the vacancy and shall report this selection to the superintendent who will complete the hiring process.
- At the next regular or special called meeting, the principal will inform the school council as to the candidate they selected.

If a quorum of the members of the school council is not available for the purpose of conducting consultation in the filling of a vacancy during a special called meeting for the

purpose of consultation, the principal shall conduct consultation with the council members who can attend. The timeline may also be amended with school council approval in order to fill a vacancy during times where continuation of instructional services may be affected and a waiver of the 30-day posting may be requested from the Kentucky Department of Education.

Evaluation:

Annually, the school council shall review the policy and timeline and make revisions as necessary to ensure high qualified and highly effective teachers are recruited and retained at the school. Any revisions to the policy shall be made and approved prior to March 31.

Committees

[KRS 160.345(2)(c)2]

A Committee Policy is not a required policy area for schools. However, if the school or the school council forms committees, the school council must have a policy.

Purpose:

The Committee Policy of Kentucky High School ensures equitable participation in the decision making process for teachers, parents and the school community as a whole.

Procedures:

Kentucky High School shall have five standing committees:

- Budget Committee: The Budget Committee shall recommend an annual budget, monitor budget implementation and recommend budget amendments as needed.
- Curriculum and Instruction Committee: The Curriculum and Instruction Committee shall analyze the curriculum alignment, research instructional practices and monitor implementation of curriculum and instructional policies.
- Climate and Culture Committee: The Climate and Culture Committee shall review non-academic and survey data as it relates to the removal of barriers in student achievement.
- Improvement Planning Committee: The Improvement Planning Committee shall review school assessment and non-academic data, noting trends and barriers, providing information and statistics to the school council during the improvement planning revision process.
- Teacher and Student Programs and Activities Committee: The Teacher and Student Programs and Activities Committee shall plan monthly teacher and student activities and celebrations and maintain the *Kentucky Kids*, *Teacher Resources* and the *SBDM* bulletin boards. The committee shall monthly review student discipline data and teacher and student attendance data. The committee shall annually review the school's discipline plan,

Each standing committee shall have at least eight members including at least one parent.

During March, the following steps shall be taken to recruit members for each standing committee:

1. The principal shall invite all parents by placing a notice in the school's monthly newsletter and sending a One-Call message. The message shall be sent in English and Spanish.
2. The current committee chairs shall describe their committee's work for the school's monthly newsletter. These descriptions will be posted on the homepage of the school's website.
3. School council members will seek out minority members, including parents, staff, and other concerned adults, and encourage their active participation in all committees.

During April, the principal shall place committee sign-up sheets on the SBDM bulletin board, and in the staff workroom. Parents and community members may also sign up by telephone or email.

During May, the school council will appoint committee members, ensuring reasonable representation of minority groups. The school council may need to assign some persons to committees that are not their first choice to give each committee adequate and balanced membership. The school council shall also designate a committee member to convene the first committee meeting. The school council secretary shall notify all committee members of their appointment.

Ad hoc committees shall be established as needed by the school council. The school council shall ensure that ad hoc committees also have reasonable representation of the community.

All school council committees established under this policy are public agencies and are subject to Kentucky's Open Meetings/Open Records statutes.

Evaluation:

Annually, the school council shall review the standing committees, the committee chairpersons and the work provided to the school council from each committee. Any revisions to the committee policy based on this information will be completed by the school council.

Sample Committee Charge

When a school council charges a committee to work on a particular challenge or task, the school council may want to use a standard format to organize the information for the committee to ensure completion of the challenge or task.

Include in the charge:

- The name of the committee;

- The topic;
- The date of the charge;
- What work is needed;
- The timeline for completion;
- Any special considerations or issues; and
- The contact person on the council.

To: The Culture and Climate Committee

Topic: To draft a policy change to increase physical activity during the school day

Date: June 1, 201X

The school council at Kentucky High School charges the committee to identify ways to increase physical activity for all students during the school day that will work at the high school level. Consider a more efficient schedule for physical education course, options before school, during the lunch break, and after school, and quick energizers that can be done during regular core instruction. Look at curriculum, space, schedule, staff, and professional development issues. Draft an amendment to Schedule of the Day Policy to add best practices you found.

Please report on research finding at our October and December School Council meetings with a draft ready by the February meeting. Ensure that you have gathered input from staff, students and families during this time.

For questions, please contact School Council member, John McBride.

Recruitment and Assignment of Students to Advanced Placement, International Baccalaureate, Dual Enrollment and Dual Credit Courses [KRS 160.348(2)]

Purpose:

The Recruitment and Assignment of Students to Advanced Placement, International Baccalaureate, Dual Enrollment and Dual Credit Courses Policy of Kentucky High School ensures that all students are provided opportunity to participate in a rigorous and academically challenging curriculum.

Procedures:

All students at Kentucky High School who are willing to accept the challenge of a rigorous academic curriculum shall be admitted to advanced placement, international baccalaureate, dual enrollment and/or dual credit courses. Students must have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and skills and have permission from the course instructor to participate.

Annually, Kentucky High School shall offer advanced placement courses in English, mathematics, science and history. Specific courses will be determined based on student interest and an identified need annually. If a course is not offered as part of the regular master schedule and is a course needed for a student's learning plan, the student shall be permitted to take the course via the Kentucky Virtual Campus. The student must request the course through the guidance counselor.

Guidance counselors shall advise students and parent of the opportunity for advance placement, international baccalaureate, dual enrollment and dual credit course options when they prepare and revise their Individual Learning Plan, encouraging students to take appropriate preparatory courses. Teachers shall encourage students to take challenging courses, maintaining data of contacts with students and parents. Guidance counselors shall maintain resources and information for dual enrollment and dual credit courses offered through the Kentucky Community College and Technical System.

Evaluation:

During the March school council meeting, the school council shall review data on student participation in advanced placement, international baccalaureate, dual enrollment and dual credit courses. The data shall be disaggregated by gender, ethnicity and free/reduced lunch participation. This data shall be used during the planning process for course offerings in the upcoming school year.

Wellness Policy

[KRS 160.345(11)]

Purpose:

The Wellness Policy of Kentucky Elementary School ensures that all students have opportunity to integrate more physical activity and is encouraged to make healthy choices daily.

Procedures:

Kentucky Elementary School will create positive experiences with physical activity for students by providing opportunity for all students to have up to thirty (30) minutes per day or one hundred fifty (150) minutes of physical activity per week. Teachers will provide planned, sequential instruction that promotes lifelong physical activity. It will be designed to develop basic movement skills, lifelong sports skills, and physical fitness as well as to enhance mental, social, and emotional abilities.

- Each student will participate in physical education class twice a week.
- Each student will have at least 20 minutes of supervised recess. The school shall provide the space and equipment. Teachers will not be allowed to deprive students of recess or other physical activity as a consequence for inappropriate behavior.
- Teachers will make all practical efforts to avoid periods of more than forty minutes when students are physically inactive.

- Accommodations and adaptations will be made for students with special needs.
- All teachers will implement a healthy choice program by reviewing the nutritional standards on a regular basis and by not using food as a reward.

Kentucky Elementary School will adopt the physical education assessment tool to assess the physical activity program at the school. The tool must:

- Assess how closely the physical education curriculum aligns with state and national standards for high quality physical education programs.
- Analyzes the content and components of the physical education curriculum.
- Assists in identifying changes that are needed in physical education curriculum.

Evaluation:

The school council shall review annually by the March school council meeting the level of student activity and compiled data from the assessment tool. This data shall be included as part of the improvement planning process.

Determination of a Writing Program

[KRS 158.6453(7)(c)]

Purpose:

The Determination of a Writing Program Policy at Kentucky Middle School ensures that all students in all classes will use writing as a way to learn and that writing is a part of literacy, a necessary communication skill for student. Writing should be authentically taught and practiced in all curricular areas.

Procedures:

All students shall be provided multiple opportunities to develop communication skills through writing. To ensure this, all teachers will:

- Engage in three categories of writing: writing to learn, writing to demonstrate learning and writing for publication.
- Provide opportunity on a regular basis for authentic and meaningful writing
 - Writing for a variety of purposes and audiences:
 - Writing to reveal ownership and independent thinking.
 - Writing in which students draw on individual experiences.
- Experience the writing process at all grade levels: planning, drafting, revising, editing, publishing, and reflecting upon writing.
- Experience writing in both on-demand and writing over time situations.
- Read and analyze a variety of print and non-print materials including persuasive literary, informational, and practical/workplace materials.
- Learn about and use appropriate resources for writing.
- Apply appropriate writing skills to oral communication.
- Use technology tools and resources that are developmentally appropriate for student use. Technology shall be used by students as a tool to research, organize, evaluate and communicate information.

- Provide opportunity for student showcase of writing and communication skills, including the student use of technology, across all curricular areas.

Writing Portfolios: All students shall keep a working writing portfolio. Writing portfolios will be reviewed on a regular basis to collect data on student needs, grade level needs and schoolwide needs. The objectives of this review is to provide an analysis of the portfolios to determine instructional implication for the school, to assist school as they gather evidence of instructional strengths and opportunities for improvement areas, and to target specific and individual professional learning need to improve student performance.

Evaluation:

The school council shall review annually the effectiveness of the school's writing program. This data shall be included as part of the improvement planning process and the district's program reviews.

Parent Involvement

[Federal Elementary and Secondary Education Act (ESEA); Title I, Part A (Section 1118) as amended for No Child Left Behind (2001)]

A Parent Involvement Policy is not a required policy area for all schools. However, if the school receives Federal Title I, Part A, funds, the school council must have a policy.

Purpose:

The Parent Involvement Policy of Kentucky Middle School ensures equitable participation in the planning, reviewing and implementing of all parent programs and activities.

Procedures:

Kentucky Middle School, along with the district Federal Programs Coordinator, shall convene an annual meeting, at a time that is convenient for parents, to which all parents are invited and encouraged to attend. At this meeting, parents will be informed of the school's participation in a Title I schoolwide program, the purpose and requirements of Title I, and their right to be involved. Particular attention shall be given to reaching those parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

Kentucky Middle School shall involve parents in an organized, ongoing, and timely manner, in the Title I planning, review, and improvement of programs, including the joint development of the school parent involvement policy.

Parent involvement is best defined as any time a parent commits to assisting their child in learning and achieving academically to a higher level with greater interest and motivation. Parent involvement can be accomplished in a variety of ways.

- Reading together at home with your child.

- Developing your expectations for your child and communicating these expectations to your child; communicating your support in helping your child achieve these expectations.
- Communicating positive values such as respect, hard work and responsibility.
- Providing your child with positive encouragement when they achieve certain goals.
- Speaking with your child's teacher on a regular basis and offering any assistance that the teacher may suggest.
- Becoming involved in the school's PTO/SBDM council and/or committees.
- Discussing your child's assessment scores after receiving the scores and an explanation of them by mail from the school.

Any parent wishing to serve as a parent volunteer in the school must complete a criminal background check and attend confidentiality training.

Shared Responsibility for Parent Involvement and High Student Achievement: Kentucky Middle School has jointly developed with parents, for all students, a parent-school learning compact that describes the responsibilities of parents, students, teachers and the principal in ensuring that children are successful in school and in meeting the state's academic expectations. This compact shall be reviewed annually prior to the first instructional day.

Concerns: Any comments or concerns regarding the parent involvement policy or compact shall be submitted to the Kentucky School District's Federal Programs Coordinator, Ms. Susan Smith. She can be reached at 502-555-5555.

Evaluation:

Annually, parent data (e.g., surveys, attendance at programs and conferences, volunteer listings) shall be analyzed during the improvement planning process.

Sample Parent-School Learning Compact

Kentucky Middle School Parent-School Learning Compact

The Kentucky Middle School and the parents of the students participating in the activities, services and programs agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will assist student to achieve proficiency.

School Responsibilities:

Kentucky Middle School instructional staff will:

- Provide high quality curriculum and instruction in supportive and effective learning environment that enables the participating students to meet Kentucky's student academic achievement standards as follows:

- Highly qualified teachers assuring all student access to quality learning experiences appropriate to development.
- Communicates clear expectations for performance to both students and parents.
- All instruction utilizes research-based materials and methods.
- Provides a safe, positive, healthy learning environment for each student where each child is treated with respect and dignity.
- Address the individual needs of each student.
- Hold parent-teacher conferences and open house activities during which this compact will be discussed as it relates to the individual student's achievement.
- Provide parents with frequent reports on their child's progress and growth.
- Provide parents reasonable access to instructional staff before school and after scheduled classes for phone calls or parent conferences.
- Provide parent opportunities to volunteer and participate in their child's curricular programming and for special projects.

Parent Responsibilities

I will support my child's learning in the following ways:

- Make sure that my child attends school regularly, is on time, and is prepared to learn.
- Make sure that any homework assignments are complete and neat.
- Create an atmosphere that supports learning.
- Encourage my child to demonstrate respect for school personnel, classmates and school property.
- Stay informed about my child's education
- Model respect by going to the teacher first about concerns.

Student Responsibilities:

I will share the responsibility to improve my academic achievement. Specifically, I will:

- Come to school on time and ready to learn.
- Pay attention to my teachers, tutors and family and ask for help when need.
- Be prepared for school each day with completed and neat assignments and materials.
- Do my best work each day.
- Follow school and class rules.

Homeroom Teacher Signature:

Date:

Parent Signature:

Date:

Student Signature:

Date:

Frequently Asked Questions

What if our school council policies are not being implemented?

There could be many reasons school council policies are not being implemented. First, determine the problem and address it with the principal (or with the person who is required in the policy for monitoring). If your school council policies are not being implemented, and the issue cannot be resolved, the school council must put this issue on an agenda and discuss. Be sure not to discuss individuals, but only the school council policies being implemented in general.

Do we have to have two readings of a policy before it's adopted?

The answer is in your bylaws. Having two readings is not a requirement by statute; however, two readings before adopting a policy is best practice to allow for stakeholder input.

Are the rules in our policies binding? Do the policies have to be implemented?

Yes, officially approved bylaws, policies or improvement plans are legally binding. Other decisions made by the school council and recorded in official minutes are also legally binding. These actions have to be within the school council's authority and cannot break state or federal statutes or regulations. The SBDM statute is very clear on this. The school council adopts policy, and the school is responsible for implementation.

Should an initiative be put in a school improvement plan or a school council policy?

Policy can be written to reflect a well-known practice already used in the school or as something new that the school wants to implement. Best practices often begin as part of the improvement plan, but after successfully implemented, move from the improvement plan into school council policy. It depends on your school's situation whether a policy or a plan is better to meet your school's unique needs. It could be either. It could be both.